

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: History

YEAR: A

TERM: S1

YEAR GROUPS: 3/4

KEY QUESTION: Did Stone Age people really live in caves?

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- Recognise when in history the Stone Age would have been in relation to Romans and Victorians.

End of Unit Objectives

*Some children will not yet have met what is expected and show they are **emerging** because they can:*

- Recognise that Stone Age people would have communicated differently to us. **KQ1**
- Identify some weapons from the Stone Age. **KQ2**
- Recognise that Stone Age people lived differently to us. **KQ3**
- Recognise that Stone Age people would have eaten different foods. **KQ4**
- Identify what a Stone Age house might have looked like and list some similarities/differences to ours. **KQ5**

*Most children will show that they have reached the **expected** level because they can:*

- Recognise different ways we can learn about the Stone Age. **KQ1**
- Recognise differences between weapons from the Stone Age, Bronze Age and Iron Age. **KQ2**
- Identify what jobs Stone Age people would have had. **KQ3**
- Identify what food Stone Age people would have eaten and recognise why it would have been different to our diet today. **KQ4**
- Compare how Stone Age people would have cooked and what houses they would have lived in to ours. **KQ5**

*Some children will have gone beyond the expected level and show that they are **exceeding** because they can:*

- Explain why archaeologists are so important for finding out what happened in the Stone Age. **KQ1**
- Explain why and how weapons developed through the Stone Age, Bronze Age and Iron Age. **KQ2**
- Explain why jobs and how people were paid is different to now. **KQ3**
- Explain why the food Stone Age people ate was different to our food today. **KQ4**
- Explain why Stone Age houses were made as they were. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- The use of a variety of sources to extract information.
- Explanations of pictures.
- Verbal responses during lessons.
- Written responses.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- Timelines in accordance with other timelines we have looked at during our time at school.
- Opportunity to make models to consolidate understanding.
- A variety of mediums for completing work e.g writing, drawing, model-making, drama etc.

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- English – Stone Age Boy writing, Stone Age fact file, How to Build a Stone Age House instructions, Stone Age recipe.
- Computing – labelled diagram of a Stone Age weapon/tool.

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Use a variety of different sources to gather information.
Works hard	Respond to pink marking in order to further understanding.
Concentrates	Complete tasks within the given time frame.
Self-motivates	Ask questions to extend knowledge and understanding.
Imagines	Retell events from the point of view of someone else.
Improves	Make additions or corrections based on feedback.
Understands others	Work as part of a group to find out about events or question various sources.
Doesn't give up	Persevere with challenges that are set.